Savannah Grove Elementary

2348 Savannah Grove
Effingham, South Carolina

Grades	K-6 Elementary School	
Enrollment	687 Students	
Principal	Chandar Anderson	843-664-8463
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Average**	**Average**
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Below Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating
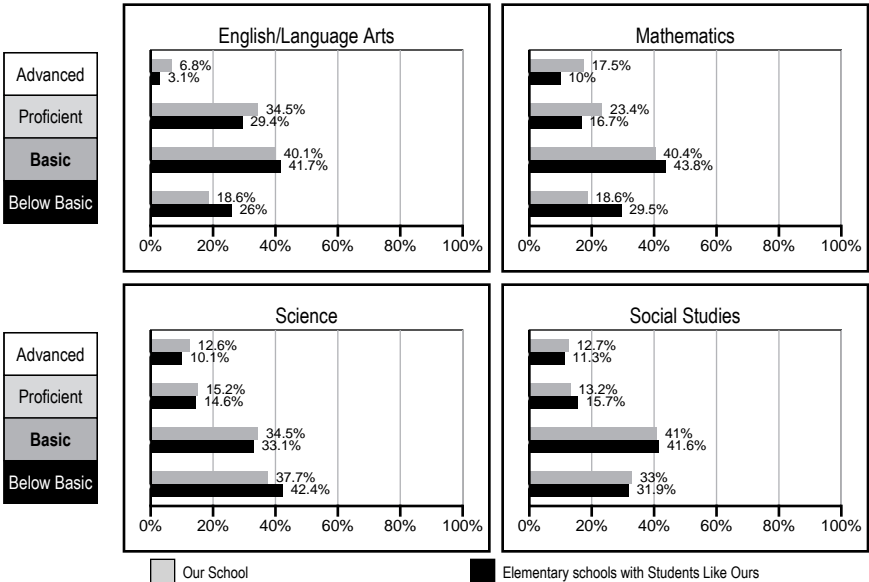
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	22	61	9

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)

English/Language Arts

	Our School	Elementary schools with Students Like Ours
Advanced	6.8%	3.1%
Proficient	34.5%	29.4%
Basic	40.1%	41.7%
Below Basic	18.6%	26%

Mathematics

	Our School	Elementary schools with Students Like Ours
Advanced	17.5%	10%
Proficient	23.4%	16.7%
Basic	40.4%	43.8%
Below Basic	18.6%	29.5%

Science

	Our School	Elementary schools with Students Like Ours
Advanced	12.6%	10.1%
Proficient	15.2%	14.6%
Basic	34.5%	33.1%
Below Basic	37.7%	42.4%

Social Studies

	Our School	Elementary schools with Students Like Ours
Advanced	12.7%	11.3%
Proficient	13.2%	15.7%
Basic	41%	41.6%
Below Basic	33%	31.9%

☐ Our School   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=687)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.4%	Down from 5.7%	3.0%	2.3%
Attendance rate	95.2%	No Change	96.0%	96.3%
Eligible for gifted and talented	6.0%	Up from 1.8%	6.2%	10.4%
With disabilities other than speech	11.5%	Up from 11.2%	8.9%	7.5%
Older than usual for grade	2.3%	Up from 1.1%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	64.6%	Down from 69.4%	54.8%	56.7%
Continuing contract teachers	70.8%	Up from 69.4%	72.9%	77.3%
Teachers with emergency or provisional certificates	2.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.0%	Up from 82.7%	85.4%	86.4%
Teacher attendance rate	93.6%	Down from 95.4%	94.8%	94.9%
Average teacher salary	$45,016	Up 3.9%	$44,395	$45,345
Professional development days/teacher	16.4 days	Down from 21.4 days	12.8 days	12.6 days
School				
Principal's years at school	3.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 14.5 to 1	17.8 to 1	18.5 to 1
Prime instructional time	87.7%	Down from 89.7%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	72.0%	Down from 80.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	$6,353	Up 2.6%	$7,508	$7,052
Percent of expenditures for instruction*	70.4%	Down from 71.2%	69.0%	69.1%
Percent of expenditures for teacher salaries*	64.9%	Down from 65.8%	63.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Savannah Grove Elementary remains committed to enabling our students to achieve the highest level of academic success by providing them with the materials, strategies, and techniques that will enable them to excel in extra-curricular activities while continuously developing life skills that support positive character-based learning. We are dedicated to establishing and building the success of our students by helping them to realize, "Good character consists of knowing the good, desiring the good, and doing the good" (Thomas Lickona). The business of Wallace-Gregg is not just to teach, but to love. Our success in achieving this goal has resulted in the following accomplishments:

State Department of Education Red Carpet Recognition (2007-2008).
Recognized as a Solar School for SC
Many classroom teachers achieved Model Classroom Certification
One classroom teacher earning Master Certification
Media Specialist earning both Master and Library Certification
Five National Board Certified Teachers on staff
Majority of teachers with advanced degrees
Active Association of Parents and Teachers (APT) and School Improvement Council
Implementation of Literacy Lab for first grade students
Reading is Fundamental and Terrific Kids (sponsored by Golden K Kiwanis)
Monthly Student Recognition Programs (i.e. Honor Roll, monthly birthday and Reading Renaissance Celebrations)
Extracurricular Activities (i.e. Chorus, Art Club, and Cheerleaders)
Service Learning Projects (i.e. Yes We "CAN", Toys Are Us, Jump Rope for Heart and Pennies for Patients)
Thinking Maps
Saturday camp
Write from the Beginning
Extended Day program (Grades 3-6)
Destination Success
MAP (Measures of Academic Progress)
Core Essentials Character Development Program
Instructional Coaches and Focus Teachers

The faculty and staff of Savannah Grove will continue to focus on education that is standards driven and meets the needs of all children.

Principal: Chandar Anderson
School Improvement Council Chairperson: Chandra Johnson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	66	24
Percent satisfied with learning environment	91.1%	82.8%	78.3%
Percent satisfied with social and physical environment	90.9%	81.8%	83.3%
Percent satisfied with school-home relations	63.6%	89.4%	79.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress   NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

*   Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status   Corrective Action

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	**The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."**
HOLD	**The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."**

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	95.2%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	408	99.8	18.2	39.1	33.6	9.1	54.3	49.1	48.2	Yes	Yes
Gender											
Male	207	100	23.3	38.9	28.3	9.4	50	43.1	41.7	N/A	N/A
Female	201	99.5	13.1	39.3	38.8	8.7	58.5	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	144	99.3	13.9	32.8	45.1	8.2	67.2	61.8	60	Yes	Yes
African American	255	100	20.3	41.9	28	9.7	47.9	35.7	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	78	100	59.4	21.7	4.3	14.5	17.4	19	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	319	100	20.8	38.4	33	7.9	52.7	36.9	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	408	99.8	18.2	39.4	22.9	19.6	54.8	43.8	45.8	Yes	Yes
Gender											
Male	207	100	20.6	36.7	20	22.8	52.8	44	45.6	N/A	N/A
Female	201	99.5	15.8	42.1	25.7	16.4	56.8	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	144	99.3	14.8	36.9	25.4	23	64.8	58.1	59	Yes	Yes
African American	255	100	19.9	40.7	21.6	17.8	50	28.9	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	78	100	50.7	27.5	5.8	15.9	20.3	18.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	319	100	21.5	37.6	24	16.8	53	30.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	250	100	36.8	33.8	15.4	14	29.4	33.1	35.7	95.2	95.8
Gender											
Male	127	100	37.2	32.7	12.4	17.7	30.1	36.6	37.4	95.1	95.6
Female	123	100	36.5	34.8	18.3	10.4	28.7	29.6	33.8	95.3	96
Racial/Ethnic Group											
White	83	100	23	35.1	21.6	20.3	41.9	47.8	49.2	93.6	95.7
African American	162	100	43.7	32.5	12.6	11.3	23.8	18.4	17	95.9	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	98.2	97.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	96.3	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.5	95.9
Disability Status											
Disabled	51	100	58.7	26.1	2.2	13	15.2	20.3	14	94.1	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	96.5	97.1
Socio-Economic Status											
Subsized meals	197	100	38.4	34.5	15.3	11.9	27.1	19.6	21.1	94.9	95.2
Social Studies											
All Students	250	100	32.3	40.1	13.8	13.8	27.6	29.3	34	95.2	95.8
Gender											
Male	127	100	36.1	36.1	13.9	13.9	27.8	33.7	36.6	95.1	95.6
Female	123	100	28.4	44	13.8	13.8	27.5	24.9	31.3	95.3	96
Racial/Ethnic Group											
White	88	100	25	30.6	22.2	22.2	44.4	40.4	44.5	93.6	95.7
African American	158	100	35.7	44.8	9.8	9.8	19.6	17.1	19.1	95.9	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	98.2	97.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	96.3	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.5	95.9
Disability Status											
Disabled	47	100	57.1	23.8	7.1	11.9	19	16.4	14.4	94.1	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	96.5	97.1
Socio-Economic Status											
Subsized meals	194	100	36.6	39.6	12.8	11	23.8	17.4	21	94.9	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
	English/Language Arts							
2007	3	101	100	17	23.9	48.9	10.2	59.1
	4	86	100	8	45.3	37.3	9.3	46.7
	5	130	99.2	32.5	44.4	21.4	1.7	23.1
	6	122	100	41.7	41.7	14.8	1.7	16.5
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	118	100	8.6	21.9	49.5	20	69.5
	4	92	100	16	45.7	38.3	0	38.3
	5	81	100	25.4	46.5	19.7	8.5	28.2
	6	117	99.2	24.5	46.2	23.6	5.7	29.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	Mathematics							
2007	3	101	100	17	30.7	33	19.3	52.3
	4	86	100	16	44	20	20	40
	5	130	100	37.3	43.2	11.9	7.6	19.5
	6	122	99.2	35.1	45.6	11.4	7.9	19.3
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	118	100	13.3	44.8	16.2	25.7	41.9
	4	92	100	21	29.6	23.5	25.9	49.4
	5	81	100	16.9	45.1	22.5	15.5	38
	6	117	99.2	21.7	37.7	29.2	11.3	40.6
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	Science							
2007	3	53	100	42.2	37.8	8.9	11.1	20
	4	86	100	49.3	33.8	14.1	2.8	16.9
	5	65	100	67.2	24.6	3.3	4.9	8.2
	6	63	100	70.7	20.7	6.9	1.7	8.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	21.4	37.5	17.9	23.2	41.1
	4	92	100	34.6	40.7	12.3	12.3	24.7
	5	41	100	52.8	22.2	16.7	8.3	25
	6	58	100	45.5	27.3	16.4	10.9	27.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	Social Studies							
2007	3	49	100	11.9	31	31	26.2	57.1
	4	86	98.8	33.8	57.7	7	1.4	8.5
	5	67	100	61.8	29.1	7.3	1.8	9.1
	6	61	100	43.6	47.3	9.1	0	9.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	12	42	20	26	46
	4	92	100	43.2	42	9.9	4.9	14.8
	5	40	100	48.6	25.7	11.4	14.3	25.7
	6	58	100	23.5	45.1	15.7	15.7	31.4
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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